

STUDENTS WITH ADDITIONAL NEEDS

The objectives of this policy are:

- to provide a framework for the earliest identification of children with Additional Needs;
- to outline assessment protocols and procedures;
- to determine effective record keeping procedures for all children with Additional Needs;
- to actively promote working partnerships between the parents of identified children and the school, as well as involving external agencies when appropriate;
- to ensure that learners express their views and are fully involved in decisions which affect their education;
- to outline how additional needs may be met and
- to enable students to make the best possible progress.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Principal, the Head of Education and the Additional Needs Coordinator. The SABIS Regional Director with the Advisory Governance Board will undertake an annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy and it will be made available to them in either a hard copy or in electronic format.

Signed:

Date: Sept 2018

To be reviewed by Sept 2019



Ms Amanda Woods
Principal

This policy was last reviewed by the Principal and will next be reviewed no later than Sept 2019 or earlier if there are significant changes to the systems and arrangements in place, or if legislation, regulatory requirements or best practice guidelines so require.

Aims and Objectives:

At Ashwicke Hall School we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. We set realistic and challenging expectations that meet the needs of our children, so that most achieve their potential by the end of each grade level. Some children progress beyond this point. We differentiate within the classroom in order to stretch them, where necessary planning more advanced activities, which build upon and extend the work that the rest of the class is completing.

Those children who may need additional help in order reach their full potential are largely supported through in-class strategies, which are implemented by the class teacher. These may include:

- using a wide range of teaching strategies based on children's learning needs;
- providing opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- planning challenging activities for children whose ability and understanding are in advance of their chronological age and
- monitoring children's progress and taking action to provide support as necessary.

Where these in-class strategies do not fully meet a student's educational needs we can address the deficit through our additional needs policy.

Additional Needs Policy

Within Ashwicke hall School we refer to special educational needs as 'Additional Needs'. Ashwicke Hall School has limited facilities for students with additional needs but will do all that is reasonable to comply with its legal and moral responsibilities in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

Admission is contingent upon a match between the student's and the family's needs and the level of services available. For that reason, the admission of any student with additional needs is determined on a case-by-case basis using multiple sources of information such as school records, evaluations and interviews with students, parents and teachers.

Students with additional learning needs are those who may require student-specific support because they experience challenges in one or more of the following areas that affect their ability to learn:

- Academic
- Behavioural
- Cognitive/intellectual
- Communication / Language
- Health-care
- Physical
- Sensory
- Social/emotional

The goal of the Additional Needs Coordinator (ANCo) is to identify the academic, behavioural, and emotional support students require to reach their potential and to work with staff in providing this support. Ashwicke Hall School recognises the importance of including students, parents and guardians, teachers, boarding staff and administrators in a collaborative process for the delivery of support to students with learning differences.

Ashwicke Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Procedure:

A student may be identified as having additional learning needs before admission or through observation once enrolled. Previously unidentified concerns about additional needs can be brought by staff or parents to the Head of Education, or reported directly to the Additional Needs Coordinator. Staff should note additional learning needs on CPOMS.

The ANCo will then make an assessment of an appropriate course of action. This assessment could include:

- informal assessment within school;
- consultations with teaching and/or boarding staff;
- consultations with parents;
- formal assessment through an outside agency.

but will always proceed in agreement with the student, their parents/guardians and the school.

After a period of assessment, a decision will be reached on the necessity for future action to be taken. If it is determined that Ashwicke Hall School is in a position to support the additional learning needs, an education plan, which could involve one or more aspects of the student's school life, will be developed and agreed. Actions could include, but are not limited to:

- support within lessons by the subject teacher
- support outside lessons by the subject teacher or others
- peer tutoring
- joining a support group (e.g. handwriting club, homework club)
- study skills sessions with the ANCo, or others
- referral to an outside agency

The ANCo will plan and monitor the implementation of the education plan for each student, keep appropriate records and determine the timescale for review and evaluation of the plan. The ANCo will also make sure that the necessary information is available to the student, the parents/guardian and all those who are supporting the learner.